# South Dakota Elementary School Tour Standards

National Music Museum
University of South Dakota Campus
Vermillion, South Dakota
**www.NMMusd.org**

A tour at the National Music Museum involves dozens of South Dakota standards to create a fun, meaningful interdisciplinary experience that satisfies your class's learning goals. In addition to standards, students develop important skills used in the classroom and the world outside, including:

- Critical thinking and analysis
- Cultural awareness and global understanding
- Observation and inquiry skills
- Communication and discussion
- Connections between disciplines

To enhance your visit, you can also add a Gamelan session or Organ experience, both of which offer students the opportunity to engage with hands on music standards, music theory, music history, and world cultures!

**6th Grade**

**Music**

- Performing, Presenting, and Producing
  - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
    - 6-8.MU.Pr.4.1 Demonstrate and explain how the selection of repertoire is influenced by personal interest, knowledge, and context, as well as their personal and others' musicianship skills.
    - 6-8.MU.Pr.4.2 Compare, and explain the structure of contrasting repertoire.
    - 6-8.MU.Pr.4.3 Read and identify standard symbols for musical elements.
  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
    - 6-8.MU.Pr.5.1 Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform in varied ensembles.
  - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
    - 6-8.MU.Pr.6.1 Perform repertoire with technical accuracy, and expressive qualities, intent to convey meaning and intent.

        - 6-8.MU.Pr.6.2  Identify intent as a means for connecting with an audience through musical work.

- Responding
    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
        - 6-8.MU.Re.7.1  Select personal music choices based on interests and experiences.
        - 6-8.MU.Re.7.2  Describe how musical elements and expressive qualities, genre, or culture relate to structures of pieces.
    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
        - 6-8.MU.Re.8.1  Describe how expressive qualities relate to structures of pieces.
    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
        - 6-8.MU.Re.9.1  With guidance, apply teacher-provided or personally-developed criteria to evaluate musical work.
- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
        - 6-8.MU.Cn.10.1 Demonstrate how interests, knowledge, and skills can relate to personal choices and intent when creating, performing, and responding to music.
    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
        - 6-8.MU.Cn.11.1 Analyze relationships between music, other arts, other disciplines, historical and cultural contexts, and daily life.
        - 6-8.MU.Cn.11.2 Identify and demonstrate different roles of performance participants in various settings.
- Social Studies
    - 6.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 6th grade.
        - The student can identify a statement based on an objective understanding of truth versus a statement based on a subjective understanding of truth. HC
        - The student can form an argument about what a primary source document is saying and cite in-text evidence to support the argument. HC
        - The student can make arguments about civilizations that left little or no written record, using archeological evidence, including identifying elements of the Oceti Sakowin (including select standards from Oceti Sakowin Essential Understandings 1-5) culture

through oral traditions, written accounts, and primary source information.

- 6.SS.4. The student demonstrates knowledge and understanding of influential ideas from ancient Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.
    - The student identifies the six characteristics of civilizations, which are cities, government, religion, social structures, writing, and art.
    - The student explains the major cultural features, stories, and civil and religious contributions of Ancient India, Babylon, Persia, and Ancient China, including the ideas of Siddhartha, Hammurabi, and Confucius.
    - The student compares the monotheistic religion of the Hebrews to the traditional polytheism of the ancient world, including the belief in one god, the Decalogue, individual worth of each person, and equal moral obligations of each person regardless of class or authority.
- 6.SS.5. The student demonstrates knowledge and understanding of influential ideas from the Roman Republic and the Roman Empire.
    - The student explains the major historical events, cultural features, stories, and religious contributions of the early Christians, including the origins and role of the Bible.
    - The student compares the religion of the Christians to that of the Hebrews and of polytheist religions, including monotheism, the Trinity, the belief in Jesus of Nazareth as divine, the redeeming of a person's sins, the individual worth of each person, and equal moral obligations of each person regardless of class or authority.
- 6.SS.6. The student demonstrates knowledge and understanding of influential ideas from the Middle Ages.
    - The student explains the ways in which society changed with the fall of the Roman Empire and the perpetuation of the Eastern Roman Empire in Constantinople, including the role of Christianity.
    - The student explains the establishment of monasteries, the practices of monasticism, the preservation of ancient thought, and their role in the Middle Ages.
- 6.SS.7. The student demonstrates knowledge and understanding of influential ideas from the Late Middle Ages and the Reformation.
    - The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature.
    - The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII and Thomas Cranmer, and John Calvin, and how they contrasted with Catholic ideas and practices.
    - The student explains how the Protestant Reformation and the subsequent Catholic Reformation were reflected in art, architecture, and politics.
- 6.SS.8. The student demonstrates knowledge and understanding of influential ideas from the Scientific Revolution, the Enlightenment, and the French Revolution.

- The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in in Europe, and the outcome of the Congress of Vienna.

- The student explains the effects of the French Revolution and Napoleonic Empire, including romanticism, nationalism, liberalism, and socialism.

**ELA**

- 6.SL.1 – Engage effectively in collaborative discussion; pose and respond to specific questions with elaboration and detail.

- 6.SL.2 – Interpret information presented orally and explain how it contributes to a topic under study.

- 6.SL.3 – Delineate a speaker's argument and specific claims, distinguishing claims supported by reasons/evidence from those that are not.

**7th Grade**

**Music**

- Performing, Presenting, and Producing

  - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.

    - 6-8.MU.Pr.4.1 Demonstrate and explain how the selection of repertoire is influenced by personal interest, knowledge, and context, as well as their personal and others' musicianship skills.

    - 6-8.MU.Pr.4.2 Compare, and explain the structure of contrasting repertoire.

    - 6-8.MU.Pr.4.3 Read and identify standard symbols for musical elements.

  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.

    - 6-8.MU.Pr.5.1 Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform in varied ensembles.

  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.

    - 6-8.MU.Pr.5.1 Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform in varied ensembles.

  - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.

    - 6-8.MU.Pr.6.1 Perform repertoire with technical accuracy, and expressive qualities, intent to convey meaning and intent.

    - 6-8.MU.Pr.6.2 Identify intent as a means for connecting with an audience through

musical work.

- Responding
  - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
    - 6-8.MU.Re.7.1 Select personal music choices based on interests and experiences.
    - 6-8.MU.Re.7.2 Describe how musical elements and expressive qualities, genre, or culture relate to structures of pieces.
  - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
    - 6-8.MU.Re.8.1 Describe how expressive qualities relate to structures of pieces.
  - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
    - K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.
- Connecting
  - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
    - 6-8.MU.Cn.10.1 Demonstrate how interests, knowledge, and skills can relate to personal choices and intent when creating, performing, and responding to music.
  - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
    - K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
    - K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.

**Social Studies**

- 7.SS.3. The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.
  - The student describes the indigenous peoples and their lifestyles in the millennia and centuries prior to European arrival.
  - The student names one historical or present Native American tribe from each American region.
  - The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art.
  - The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, Hidatsa, Naishan Dene (Kiowa Apache), Eastern Shoshone, Arapaho, and Lakota.

    - The student describes history and major cultural elements of the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), including the meaning of kinship, the creation story, traditional warfare, important symbols, celebrations, music, artwork, celebrations, honoring, ceremony, and powwow (wacipi).

- 7.SS.12. The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.
    - The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilate, and opposition from the Know Nothing Party.

- 7.SS.13. The student demonstrates knowledge and understanding of the American Civil War and Reconstruction.
    - The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.
    - The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War.
    - The student explains the different effects of the Civil War in the North and the South.

**ELA**

- 7.SL.1 – Engage effectively in discussion; pose questions that elicit elaboration and respond to others' comments with relevant observations.
- 7.SL.2 – Analyze main ideas and supporting details presented orally and explain how they clarify a topic.
- 7.SL.3 – Delineate a speaker's argument, evaluating the soundness of reasoning and sufficiency of evidence.

**8th Grade**

**Music**

- Performing, Presenting, and Producing
    - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
        - 6-8.MU.Pr.4.1 Demonstrate and explain how the selection of repertoire is influenced by personal interest, knowledge, and context, as well as their personal and others' musicianship skills.
        - 6-8.MU.Pr.4.2 Compare, and explain the structure of contrasting repertoire.
        - 6-8.MU.Pr.4.3 Read and identify standard symbols for musical elements.
    - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.

        - 6-8.MU.Pr.5.1 Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform in varied ensembles.

    - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.

        - 6-8.MU.Pr.6.1 Perform repertoire with technical accuracy, and expressive qualities, intent to convey meaning and intent.

        - 6-8.MU.Pr.6.2 Identify intent as a means for connecting with an audience through musical work.

- Responding

    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.

        - 6-8.MU.Re.8.1 Describe how expressive qualities relate to structures of pieces.

    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.

        - 6-8.MU.Re.9.1 With guidance, apply teacher-provided or personally-developed criteria to evaluate musical work.

- Connecting

    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.

        - 6-8.MU.Cn.10.1 Demonstrate how interests, knowledge, and skills can relate to personal choices and intent when creating, performing, and responding to music.

    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.

        - 6-8.MU.Cn.11.1 Analyze relationships between music, other arts, other disciplines, historical and cultural contexts, and daily life.

        - 6-8.MU.Cn.11.2 Identify and demonstrate different roles of performance participants in various settings.

**Social Studies**

- 8.SS.2. The student demonstrates knowledge and understanding of the Gilded Age.

    - The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War.

    - The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including opposition to new immigration such as the Chinese Exclusion Act.

- The student describes the challenges that accompanied industrialization and immigration.

- The student describes the life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage.

- The student explains instances of conflict, cooperation, and duplicity among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century.

- The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota.

**ELA**

- 8.SL.1 – Engage effectively in discussion; pose questions that connect the ideas of several speakers.

- 8.SL.2 – Analyze main ideas/details presented orally and evaluate the motives behind their presentation.

- 8.SL.3 – Delineate a speaker's argument, evaluating soundness of reasoning and identifying irrelevant evidence.